Indiana's Response to Intervention Academy

Meeting Students on the Edge of Their Learning

Presenters:

Melissa Ames-Kindergarten Teacher

Tammy Bacon-Literacy Coach

Deb Barnes-Special Needs Teacher

Diana Callahan-Literacy Coach

Susan Gillen-Reading Intervention Specialist

Gwen Morris-Principal

Jenny Riggle-Special Needs Teacher

Deer Meadow Primary

1000 Deer Meadow Lane

Greencastle, IN 46135

765-653-3518

May 2009

Leveled Book Characteristics Level A and B (DRA A-2)

Behaviors	Names of Students in Group							
Handling books -- moving through the text from front to back, turning pages								
Controlling left-to-right movement and return sweep								
Noticing and interpreting detail in pictures								
Using oral language in relation to the text								
Matching word-by-word (pointing)								
Paying close attention to print -- noticing some features of letters and words								
Locating familiar and new words								
Remembering and using language patterns								
Using knowledge of language syntax as a source of information								
Using oral language in combination with pointing-matching voice with words								
Predicting what makes sense								

Leveled Book Characteristics Level C (DRA 3)

Behaviors	Names of Students in Group							
Using visual information to help predict, check, and confirm								
Controlling word-by-word matching of voice with print								
Using illustrations to predict meaning as well as particular words								
Predicting from events what will come next								
Checking illustrations with print								
Using known words as anchors								
Moving fluently through the text while reading for meaning								
Solving some unfamiliar words independently								
Engaging independently in behaviors listed for B								
Accumulating a reading vocabulary -- a group of known words								

Leveled Book Characteristics Level D (DRA 4)

Behaviors	Names of Students in Group							
Controlling early strategies (word-by-word matching and directional movement) on longer stretches of text								
Moving away from finger pointing as eyes take over the process								
Using patterns and language syntax to read with phrasing								
Checking on one's reading using knowledge of letter-sound relationships, words, and parts of words								
Rereading to confirm reading or problem solve								
Checking one source of information against another to confirm, make another attempt, or self-correct								
Moving fluently through the text								
Actively reading for meaning								

Text adapted from *Guided Reading* by Fountas Pinnell, p. 121

Leveled Book Characteristics Level E (DRA 6-8)

Behaviors	Names of Students in Group							
Tracking print with the eyes except at points of difficulty or on novel text								
Using knowledge of language syntax and meaning to read with phrasing								
Reading fluently								
Solving new words while maintaining a focus on meaning								
Rereading to check, confirm, and search								
Cross-checking one source of information with another								
Self-correcting using multiple sources of information								
Predicting what will happen next and reading to confirm								
Using known words to get to words not yet known								
Relating one text to another								
Using more information from print to construct meaning of the story								

Text adapted from *Guided Reading* by Fountas Pinnell, p.122

Leveled Book Characteristics Level F (DRA 10)

Behaviors	Names of Students in Group								
Being aware of punctuation and using it for phrasing and meaning									
Searching visual information to figure out new words while reading									
Using the syntax of written language to predict, then checking the accuracy of the prediction									
Analyzing new words and checking them against what makes sense or sounds right									
Controlling early strategies even on novel texts									
Reading with fluent phrasing and attention to meaning									
Moving quickly through text									
Using known words and parts of words as well as letter-sound relationships to get to new words, and checking against other information such as meaning									
Using multiple sources of information to self-correct									

Text adapted from *Guided Reading* by Fountas Pinnell, p. 122

Leveled Book Characteristics Level F (DRA 10)

Behaviors	Names of Students in Group							
Being aware of punctuation and using it for phrasing and meaning								
Searching visual information to figure out new words while reading								
Using the syntax of written language to predict, then checking the accuracy of the prediction								
Analyzing new words and checking them against what makes sense or sounds right								
Controlling early strategies even on novel texts								
Reading with fluent phrasing and attention to meaning								
Moving quickly through text								
Using known words and parts of words as well as letter-sound relationships to get to new words, and checking against other information such as meaning								
Using multiple sources of information to self-correct								

Text adapted from *Guided Reading* by Fountas Pinnell, p. 122

Leveled Book Characteristics Level G and H (DRA 12-14)

Behaviors	Names of Students in Group							
Moving through the text using pictures and print in an integrated way while attending to meaning								
Solving new words by using word analysis, then checking the words against meaning								
Monitoring one's reading (accurately reading long stretches of text with intermittent hesitations and repeats)								
Self-correcting close to the point of error								
Rereading to check and search								
Discussing ideas from the story in a way that indicates understanding								
Discussing characters in a way that indicates understanding and interpretation								
Effectively managing a variety of texts, including fiction and informational texts								
Connecting text to other texts								

Text adapted from *Guided Reading* by Fountas Pinnell, p. 123, 125

Leveled Book Characteristics Level I (DRA 16)

Behaviors	Names of Students in Group							
Fluent and phrased reading, especially when rereading								
Competent problem solving of new words on initial reading								
Flexible checking of one's reading against meaning								
Using information sources (meaning, structure, and visual information) in integrated ways while focusing on meaning								
Making connections between texts through discussion, art, or writing								
Demonstrating an understanding of and empathy with characters through discussion, art, or writing								
Moving toward easy, fluent, reading even of unfamiliar and difficult texts, demonstrating less overt problem solving								
Self-correcting at the point of error with fewer returns to the beginning of sentences or phrases								
Coping with unfamiliar concepts								
Gaining momentum while moving through the text because knowledge is being constructed about how this text works and what it is likely to say								

Text adapted from *Guided Reading* by Fountas Pinnell, p. 125-126

Leveled Book Characteristics Level J (DRA 18)

Behaviors	Names of Students in Group								
Using skills and strategies effectively on a variety of texts									
Sustaining interest and fluency through a longer text									
Easily coming back to a text if it requires more than one sitting									
Solving unfamiliar words or concepts "on the run" without detracting from meaning									
Self-correcting when necessary to support meaning, but showing a general forward thrust (checking and self-correcting behaviors become less overt and more internal)									
Reading silently much of the time, no longer finding it necessary to vocalize every word									
Demonstrating an understanding of the story or text through discussion, art, and writing									
Moving flexibly from nonfiction to fiction and vice versa									
Using ideas from one's reading in one's writing									
Summarizing or extending a given text									

Text adapted from *Guided Reading* by Fountas Pinnell, p. 127

Leveled Book Characteristics Level K (DRA 20)

Behaviors	Names of Students in Group							
Using multiple sources of information in an integrated way								
Reading silently much of the time								
Effectively and efficiently analyzing longer words								
Using a variety of word analysis strategies without losing meaning or fluency								
Reading in a phrased, fluent way over longer stretches of text								
Demonstrating through discussion, writing, or other media, that they can understand and interpret the stories from different perspectives and empathize with the characters								
Using text structures (both narrative and logic) to predict a likely sequence of events or to analyze and critique the text								
Sustaining characters and plot over several days								

Leveled Book Characteristics Level L (DRA 24)
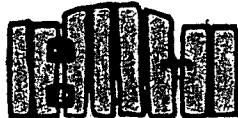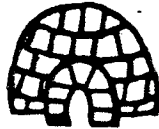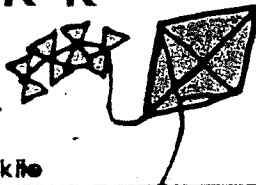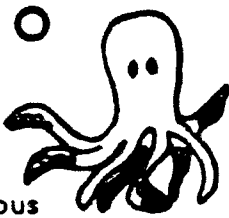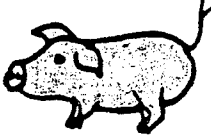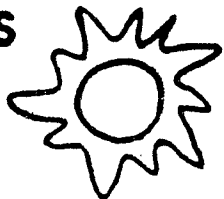
The same behaviors noted for Level K, but exhibited in connection with those listed below.

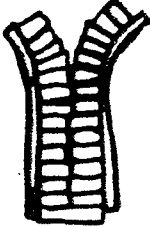| Behaviors	Names of Students in Group							
Using multiple sources of information in an integrated way								
Reading silently much of the time								
Effectively and efficiently analyzing longer words								
Using a variety of word analysis strategies without losing meaning or fluency								
Reading in a phrased, fluent way over longer stretches of text								
Demonstrating through discussion, writing, or other media, that they can understand and interpret the stories from different perspectives and empathize with the characters								
Using text structures (both narrative and logic) to predict a likely sequence of events or to analyze and critique the text								
Sustaining characters and plot over several days								
Doing all of the above through longer stretches of text								
More difficult vocabulary, ideas, and language structures								
More complex ideas and topics and a greater range of genre								

Text adapted from *Guided Reading* by Fountas Pinnell, p. 128, 129

Leveled Book Characteristics Level M (DRA 28)

Same behaviors listed for K and L, but exhibited in connection with those listed below.

Behaviors	Names of Students in Group							
Longer stretches of text								
More difficult vocabulary, ideas, and language structures								
More complex ideas and topics								
A greater range of genres								
Student can use texts as references								
Student can search for and find information in texts								
Student can interpret texts from a variety of perspectives								
Student can read critically								
Student can understand subtleties of plot and humor								
Student can reflect on their personal response in relation to how others see the text								

Alphabet

abcd efg hijk lmnop

qrs tuv wx yz

A a
apple

B b
bear

C c
cat

D d
dog

E e
elephant

F f
fish

G g
gate

H h
hat

I i
igloo

J j
jack-in-the-box

K k
kite

L l
leaf

M m
moon

N n
nest

O o
octopus

P p
pig

Q q
queen

R r
ring

S s
sun

T t
turtle

U u
umbrella

V v
vacuum

W w
window

X x
x-ray

Y y
yo-yo

Z z
zipper

Kindergarten High Frequency Words

Date_____

Name: _____			
Oral_____ Written_____			
Word List			
1. a		21. here	
2. he		22. you	
3. no		23. am	
4. at		24. my	
5. in		25. said	
6. see		26. mom	
7. an		27. like	
8. I		28. the	
9. so		29. she	
10. and		30. dad	
11. is			
12. it			
13. to			
14. can			
15. up			
16. do			
17. me			
18. we			
19. go			
20. come			

High Frequency Word Lists

Date: _____

Name: _____

Oral _____ Written _____

Word List 1			Word List 2			Word List 3	
1. a			21. the			41. one	
2. he			22. all			42. out	
3. no			23. how			43. him	
4. at			24. see			44. as	
5. in			25. like			45. or	
6. see			26. be			46. get	
7. an			27. if			47. look	
8. I			28. she			48. her	
9. so			29. my			49. back	
10. and			30. big			50. had	
11. is			31. don't			51. come	
12. it			32. put			52. by	
13. to			33. you			53. came	
14. can			34. as			54. his	
15. up			35. not			55. make	
16. do			36. for			56. of	
17. me			37. am			57. did	
18. we			38. has			58. was	
19. go			39. day			59. now	
20. on			40. I'm			60. have	
			Col. Total			Col. Total	
Total			Total			Total	

Checklist for Guided Reading

- ☐ Managed Independent Learning Stations/Teacher with small group
- ☐ Supply area: leveled books, dry erase boards, Magnadoodles, magnet letters, lists for higher leveled sight word lists, ABC Chart, colored overlays
- ☐ Teacher prompting, teaching, reinforcing
- ☐ Whisper Reading, Teacher one-on-one. Running Records, Observational Notes
- ☐ Running Record forms
- ☐ Behaviors to Notice/Support forms
- ☐ Turn and Talk
- ☐ Word Work
- ☐ Student modeling
- ☐ Flexible groups
- ☐ Anticipatory set/build Background schema

Checklist for Interactive Read-Aloud

- ☐ Lots of questioning and dialogue
- ☐ Think out-louds
- ☐ Thinking partners/Turn and talk
- ☐ Sticky notes
- ☐ One teaching point
- ☐ The teacher's voice matches text and dialogue
- ☐ Becoming the author's voice
- ☐ Modeling of the language students should use
- ☐ Validating student's efforts
- ☐ Meaning drives process—asking higher process questions
- ☐ Use of descriptive words----author's words----moving towards writing----envisioning
- ☐ Can lead into daily insights, especially poverty students
- ☐ Can lead into shared reading or interactive writing (gradual release of responsibility)
- ☐ Active listening—active participation and learning skills
- ☐ Engaged learners
- ☐ Students surround teacher
- ☐ Builds Oral Language
- ☐ When you write---read…………..Send off with a goal
- ☐ Retelling/Big Idea

Checklist for Interactive Writing

- ☐ Group area/class meeting
- ☐ Tier I Intervention Group
- ☐ Sharing the pen
- ☐ Prescriptive decision making
- ☐ Accessible/Appropriate
- ☐ Supplies: oops tape, chart paper, markers, dry erase boards, Magnadoodles, word wall, ABC chart
- ☐ Organized seating
- ☐ Think partners-oral
- ☐ Teacher modeling
- ☐ Engagement
- ☐ Negotiation of text
- ☐ Fast Paced/excitement
- ☐ Re-reading
- ☐ Differentiated instruction
- ☐ Clipboards/activity sheet
- ☐ Writing on floor, in the air, on their legs
- ☐ Construction of words
- ☐ Published pieces
- ☐ Posted charts from Interactive Writing (graphic organizers anchor charts)
- ☐ Morning Message
- ☐ Bridge for prompt writing
- ☐ Math explanation of how they got their answer
- ☐ Science/Social Studies (ex: KWLs)

Checklist for Writer's Workshop

- ☐ Teachers in conference with student
- ☐ Students working on books
- ☐ Student revising earlier pieces/student editing
- ☐ Teacher modeling mini-lessons
- ☐ Lots of print/samples/posted in the room
- ☐ IRA/Mentor Texts...Turn and Talk partners about trying new idea
- ☐ Peer sharing/revision
- ☐ Sharing Author's Chair
- ☐ Writers' Supply Area
- ☐ Interactive writing/Shared Writing/Anchor Chars
- ☐ Occasional prompt writing

Checklist for Managed Independent Learning Stations

- ☐ Students working in mixed leveled groups.
- ☐ Student helpers and leaders
- ☐ Teacher working with 1 to 6 students in leveled reading groups
- ☐ Workboard/Management system
- ☐ Stations posted/signs
- ☐ "I can lists"/Must do red, yellow green levels
- ☐ Finished work activity
- ☐ Turn in box or folder for finished and unfinished work.
- ☐ Teacher working with student(s)-running records/observation notes
- ☐ Intervention team pulling reading groups
- ☐ Station introductions, mini-lessons; procedures
- ☐ Organized commotion/active learning
- ☐ Stations are based on classroom instruction-gradual release of responsibility
- ☐ Students helping each other-learning teams
- ☐ Teachers working with a small leveled group
- ☐ Independent Writing, Writing Stations, Journals, Poetry
- ☐ Independent reading Browsing Boxes, Library Stations,Theme/Research Books
- ☐ Partner Reading, Beanie Baby Bags
- ☐ Vocabulary, Word Work, Language Stations, ABC Station
- ☐ Interaction of all content areas
- ☐ Pocket Chart Station/ Big Book Station
- ☐ SmartBoard/Technology Station
- ☐ Assessment Activities
- ☐ Listening Station with response activities
- ☐ Creative Writing/"Write the room"
- ☐ Drama Station

Assessments for Deer Meadow Primary and Ridpath Primary

		behaviors, discipline issues, use of work stations, etc.	
Daily Math Review	Every Day	The purpose of the Daily Math Review (DMR) is to expose students to all math standards daily. Multiple problems are done daily and teacher and students discuss them daily.	Our Daily Math Review was developed by all primary teachers under the guidance of Dawn Puckett. All DMR must meet criteria based on the Indiana state math standards.
Otis Lennon	March	This test is used as an indicator of high ability students. The test is given to all second graders.	The Otis Lennon is a test of abstract thinking and reasoning ability.
Kingore Observation Inventory	February and March	This inventory is used as instrument to assist educators in identifying and serving students of high ability. Teachers in grades K-2 give between 4-6 "planned experiences".	The Kingore Inventory provides a structure to guide observation of the behaviors that high ability students typically exhibit.

Assessments for Deer Meadow Primary and Ridpath Primary

Standardized Tests

Assessments	Dates Given	Application	Rationale
ISTEP	September	Third grade remediation	Required by the state; based on state standards.
Indiana Reading Diagnostic Assessment (IRDA)	October February April	Remediation and retesting; *See error analysis for IRDA in Deer Meadow section.	Developed by the state and based on state standards; Pre-Kids given to incoming Kindergarten students; used as baseline data. The Indiana Reading Diagnostic Assessment (IRDA) was developed by the Center for Innovation in Assessment for Indiana's Department of Education. It is scientifically-based and aligned to Indiana's Academic Standards. This assessment is scored by the teachers so there is immediate feedback and intervention materials are also included.

Assessments for Deer Meadow Primary and Ridpath Primary

District Tests

Assessments	Dates Given	Application	Rationale
Math Computation Benchmarks	September January May	Remediation and Retesting	The Computational Math Benchmark was developed by grade level teachers under the guidance of Kathy Mack and is based on the Indiana state math standards.
Writing Benchmarks	September January May	Remediation and Retesting	The Writing Benchmarks were developed by grade level teachers under the guidance of Kathy Mack and are based on the Indiana state writing standards and are fashioned after the ISTEP.
District Math Assessment	May		The District Math Assessment was developed by grade level teachers under the guidance of Kathy Mack and is based on the Indiana state math standards.

Assessments for Deer Meadow Primary and Ridpath Primary

Deer Meadow Assessments

Assessments	Dates Given	Application	Rationale
Developmental Reading Assessment (DRA)	May	Used as baseline reading level for class placement and beginning intervention for the next school year.	Developmental Reading Assessments (DRAO are given at the end of each year to determine a fixed reading level for each student. The DRA was developed by Joetta Beaver in collaboration with a large group of elementary teachers. The DRA is based on Marie Clay's educational theories along with support from Patricia Cunningham, Irene Fountas, Gay Pinnell, Linda Hoyt, Lucy Calkins, and many other prominent research-based educators. *Developmental Reading Assessment Teacher Resource Guide.* Beaver, J., Celebration Press, 2000.

Assessments for Deer Meadow Primary and Ridpath Primary

Assessments	Dates Given	Application	Rationale
Observational Surveys	Beginning and End of year for Kindergarten and First Grade; also given to at-risk second grade students	Used as a baseline for Title I identification; RTI placement; and Guided Reading groups of the Literacy Network.	Marie Clay (New Zealand) developed the Observational Survey; Ohio State University (Fountas and Pinnell) used Marie Clay's Observational Survey and running records. They are the guardians of Reading Recovery. *Observational Survey*. Clay, M., Heinemann, 2002.
Spelling Inventories	September January May	Spelling inventories are used to determine the independent spelling level of students in the classroom. This instrument shows if a child knows her beginning and final consonants, blends, digraphs, short vowels, long vowels, vowel patterns, and inflected endings. The writing of the word best reflects the independent	A spelling inventory is a very detailed assessment that is now used in our classrooms to help determine a child's true Zone of Proximal Development (ZPD). They are "quick and easy to administer and score, and they are reliable and valid measures of what students know about words" (Bear, et al, 2008, p.29)

Assessments for Deer Meadow Primary and Ridpath Primary

			spelling of the student.	*Words Their Way.* Bear, Invernizzi, Templeton, & Johnston. Pearson, 2008.
Error Analysis	September January May		Applied to writing skills and word study ability through the writing benchmarks.

Also used as an instrument to identify students at-risk and in need of RTI services. This instrument is very versatile and can be applied to many different assessments. We apply it to the writing benchmarks and each of the Indiana Reading Assessments. We also apply it to the Kindergarten Pre-Kids Assessment which is given at the beginning of school to all Kindergarten students. | Once again, the error analysis allows us to find the independent level of each child (her ZPD) so that we can know where to start and move forward. The error analysis was developed by Fountas and Pinnell from Ohio State University.

Word Matters. Pinnell, G. & Fountas, I., Heinemann, 1998. |

Assessments for Deer Meadow Primary and Ridpath Primary

Writing Conferencing	Weekly to Bi-weekly	During the Writing Workshop portion of the Literacy Network, teachers conference with students individually while students are writing their own books. The Writing Workshop consists of 70 minutes of instruction. It begins with a 10 minute mini-lesson, followed by independent writing work on books for 50 minutes, and finished with a 10 minute sharing time. During the 50 minute writing time, the teacher will conference with about 5 students daily. Anecdotal records are kept so that the teacher knows if she needs guided writing time and how to prepare for future mini-lessons.	The Literacy Network's Writing Workshop is based on *About the Authors* by Katie Wood Ray: *Units of Study for Primary Writing* by Lucy Calkins; and *Talking, Drawing, Writing* by Martha Horn and Mary Ellen Giacobbe. *About the Authors.* Ray, K.W., Heinemann, 2004 *Talking, Drawing, Writing.* Horn, M. & Giacobbe, E., Stenhouse, 2007. *Units of Study for Primary Writing.* Calkins, L., Heinemann, 2003.
Running Records	On high ability students – about twice every nine weeks	Running Records are taken by the classroom teacher and members of the	Running Records were also developed by Marie Clay and taught in the United States

Assessments for Deer Meadow Primary and Ridpath Primary

	On average students - about once a month. On below grade level students - about once every two weeks	intervention team (Literacy Coaches, Reading Interventionist, and Special Education Teachers) as stated to the left. The running record gives the student's current instructional reading level; tells what strategic actions the student is using to problem solve and read; and shows the "in-the-head" thought processes that the student uses as she reads.	by Ohio State University. Running Records are part of the assessment that is done during Reading Recovery and now our Purdue Literacy Network. Running Records are taken during Guided Reading groups. *Running Records.* Clay, M., Heinemann, 2006.
Anecdotal Records	Every Day	Anecdotal records are used during Guided Reading groups and give the educator a chance to think "out loud" on paper while a student is reading. Anecdotal records can also be taken at any time during the day and during any instruction. These records are observations of academic abilities, social	*Guided Reading.* Fountas, I. & Pinnell, G., Heinemann, 1996.